

TAYLORS ELEMENTARY

809 Reid School Road
Taylors, SC 29687

GRADES K-5 Elementary School

ENROLLMENT 732 Students

PRINCIPAL Vaughn E. Overman 864-292-7655

SUPERINTENDENT Dr. William E. Harner 864-241-3456

BOARD CHAIR Tommie E. Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
27	32	2	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

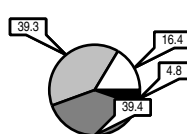
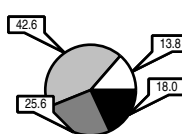
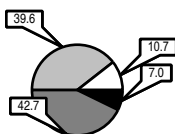
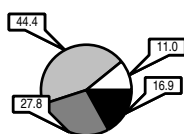
FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Good	N/A
2002	Good	Unsatisfactory	N/A
2003	Excellent	Unsatisfactory	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

 **Advanced**

Very high score; very well prepared to work at next grade level; exceeded expectations

 **Proficient**

Well prepared to work at next grade level; met expectations

 **Basic**

Met standards; minimally prepared, can go to next grade level

 **Below Basic**

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	46	121	46
Percent satisfied with learning environment	100.0%	94.1%	97.8%
Percent satisfied with social and physical environment	100.0%	90.0%	86.7%
Percent satisfied with home-school relations	100.0%	88.4%	93.5%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	392	99.0	10.7	39.6	42.7	7.0	49.7	17.6
Gender								
Male	196	98.0	13.5	41.6	39.9	5.1	44.9	17.6
Female	196	100.0	7.9	37.6	45.5	9.0	54.5	17.6
Racial/Ethnic Group								
White	262	99.6	7.4	36.6	46.5	9.5	56.0	17.6
African-American	111	98.2	18.6	43.3	36.1	2.1	38.1	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	17	100.0	7.1	71.4	21.4	N/A	21.4	17.6
American Indian/Alaskan	2	50.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	308	100.0	6.7	38.5	46.6	8.1	54.8	17.6
Disabled	84	95.2	26.0	43.8	27.4	2.7	30.1	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	392	99.0	10.7	39.6	42.7	7.0	49.7	17.6
English Proficiency								
Limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	387	99.0	10.8	39.2	42.9	7.1	50.0	17.6
Socio-Economic Status								
Subsidized meals	128	97.7	21.6	50.5	26.1	1.8	27.9	17.6
Full-pay meals	264	99.6	5.7	34.7	50.2	9.4	59.6	17.6

Mathematics								
All students	392	100.0	11.0	44.4	27.8	16.9	44.7	15.5
Gender								
Male	196	100.0	9.0	45.5	27.0	18.5	45.5	15.5
Female	196	100.0	12.9	43.3	28.7	15.2	43.8	15.5
Racial/Ethnic Group								
White	262	100.0	4.9	42.8	30.9	21.4	52.3	15.5
African-American	111	100.0	25.8	45.4	21.6	7.2	28.9	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	17	100.0	14.3	57.1	21.4	7.1	28.6	15.5
American Indian/Alaskan	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	308	100.0	8.1	43.8	29.7	18.4	48.1	15.5
Disabled	84	100.0	21.9	46.6	20.5	11.0	31.5	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	392	100.0	11.0	44.4	27.8	16.9	44.7	15.5
English Proficiency								
Limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	387	100.0	11.1	44.0	28.1	16.8	44.9	15.5
Socio-Economic Status								
Subsidized meals	128	100.0	23.4	46.8	20.7	9.0	29.7	15.5
Full-pay meals	264	100.0	5.3	43.3	31.0	20.4	51.4	15.5

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	118	N/A	11.9	32.2	50.0	5.9	55.9
	Grade 4	128	N/A	17.2	36.7	41.4	4.7	46.1
	Grade 5	136	N/A	14.7	44.9	38.2	2.2	40.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	120	99.2	4.4	22.8	54.4	18.4	72.8
	Grade 4	129	97.7	7.9	38.6	50.9	2.6	53.5
	Grade 5	143	100.0	18.8	55.5	25.0	0.8	25.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	118	N/A	11.9	50.0	22.9	15.3	38.1
	Grade 4	128	N/A	21.9	43.0	21.9	13.3	35.2
	Grade 5	136	N/A	26.5	45.6	16.9	11.0	27.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	120	100.0	7.0	37.7	26.3	28.9	55.3
	Grade 4	129	100.0	5.3	50.0	28.9	15.8	44.7
	Grade 5	143	100.0	19.5	45.3	28.1	7.0	35.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 732)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.9%	Down from 3.3%	1.9%	2.4%
Attendance rate	96.7%	Down from 97.0%	96.3%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	27.9%	Up from 25.3%	24.3%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	12.1%	Down from 12.7%	7.0%	8.0%
Older than usual for grade	0.4%	Up from 0.3%	0.6%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 44)				
Teachers with advanced degrees	50.0%	Up from 45.7%	53.6%	50.0%
Continuing contract teachers	84.1%	Down from 89.1%	88.1%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	88.4%	Down from 91.4%	88.9%	86.2%
Teacher attendance rate	98.7%	Up from 98.1%	96.0%	95.3%
Average teacher salary	\$41,476	Up 2.6%	\$41,537	\$39,909
Prof. development days/teacher	7.6 days	Down from 12.9 days	10.2 days	11.4 days

School				
Principal's years at school	0.0	Down from 15.0	5.0	4.0
Student-teacher ratio	22.6 to 1	Down from 25.8 to 1	20.1 to 1	18.9 to 1
Prime instructional time	94.9%	Up from 94.1%	91.0%	89.7%
Dollars spent per pupil*	\$4,744	Up 6.2%	\$5,370	\$5,892
Percent spent on teacher salaries*	68.8%	Down from 69.8%	68.4%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	100.0%	Up from 99.9%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Expecting Excellence in Achievement, Actions, and Attitudes is the shared vision for our school.

Stakeholders in our school community, including School Improvement Council, Leadership Team, Curriculum Council, and PTA Executive Board developed goals for the 2002-2003 school year. In alignment with the Greenville County School District Education Plan, the following areas were targeted:

Students will demonstrate proficiency in the application and integration of academic skills.

Students and staff will use technology to access and provide information.

Increase the level of parental and community involvement in the educational process by incorporating a variety of proactive measures.

Evidence of the school's accomplishments that address the targeted areas are as follows:

For the past four years, students at Taylors Elementary School have exceeded the district and state averages in all areas of mandated testing, including the Palmetto Academic Challenge Tests (PACT).

For the third consecutive year, each teacher developed a class syllabus to ensure all standards are covered during the academic year. All syllabi are posted on our school Web site.

The Needs Assessment Survey results showed that more than 90 percent of students, parents, and teachers feel that students are treated with respect and feel a part of the school.

The school technology team continues to incorporate the technology plan as funding allows.

All teachers have their own class Web site and our main school site has received over 200 awards.

Our PTA has received numerous state awards for parental involvement and our curriculum-based programs, including Outstanding Unit and Parent Involvement Program of the Year.

During the 2002-2003, our school community participated in the school accreditation process using the National Study of School Evaluation instrument. Stakeholders focused on a data-driven and research-based framework for enhancing student learning and strengthening our instructional and effectiveness.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.